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ABSTRACT

The state of preschool education and day care (educare) in South Africa is summarized in this report. The first of five parts quotes relevant national and provincial laws that apply to preschool education in South Africa. The second part outlines the national government's preschool education policies, as set forth in the 1983 White Paper on the Provision of Education in South Africa, as well as specific national and provincial policies that apply to White, Colored, Indian, and Black preschool education. The third part summarizes national and provincial policies and standards that apply to day care for White, Colored, Indian, and Black children. The fourth and fifth parts outline educare policies and standards in the Black homelands of Bophuthatswana and Swaziland. (MDM)

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NATIONAL EDUCATION POLICY INVESTIGATION
EARLY CHILDHOOD EDUCARE RESEARCH GROUP

PRESENT EARLY CHILDHOOD EDUCARE POLICY IN SOUTH AFRICA

by

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PRESENT EARLY CHILDHOOD EDUCARE POLICY IN SOUTH AFRICA

1. INTRODUCTION

The constitutional framework of the Republic impacts markedly on educare. The Constitution Act if the R.S.A., No. 110 of 1983, distinguishes between '*general affairs*' and '*own affairs*'. Section 14 (1) stipulates: '*Matters which specifically or differentially affect a population group in relation to the maintenance of its identity and the upholding and furtherance of its way of life, culture, traditions and customs, are, ... own affairs ...*'.
Education and welfare are referred to as own affairs in relation to each statutory population classification group.

The National Policy for General Education Affairs Act No. 76 of 1984 gives statutory effect to the Governments intentions regarding general educational affairs. Early childhood educare is not mentioned in the Act.

The National Education Policy Amendment Act No. 92 of 1974 [for whites] gave recognition to pre-primary education in its definition of a school as '*any educational institution or that part of an institution at which education, including pre-primary education, is provided ... which is maintained, managed and controlled or subsidised by the Department or a Provincial Administration*'

Four Provincial Ordinances Cape No. 20 of 1956, Tvl No. 29 of 1953, OFS No. 12 of 1980 and Natal No. 46 of 1969 provide for the development and control of white pre-primary schools and the training of white pre-primary teachers.

In the Coloured Persons Educare Amendment Act No. 85 of 1983 a pre-primary school is defined as '*a school for the education of Coloured Persons above the age of 3 years who have not yet attained the age at which regular attendance at an ordinary school is compulsory and includes a class which is attached to an ordinary school in which*

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Coloured persons receive education in the year preceding the year in which regular attendance by them at an ordinary school is compulsory'.
The Amendment Act makes provision for the payment of grants-in-aid and loans to pre-primary schools.

The Indian Education Amendment Act No. 39 of 1979 defines a pre-primary school as meaning '*a school for the education of Indians above the age of two years who have not yet attained the age at which they may be admitted to an ordinary school*'. The Act makes provision for the establishment, creation and maintenance out of school funds of pre-primary schools and for the award of subsidies or grants-in-aid and loans to governing bodies of pre-primary schools subject to conditions as the Minister may determine.

The Education and Training Amendment Act No. 74 of 1984 includes in the definition of education, education provided in any pre-primary school. A pre-primary school is defined as '*a school for the education of children of the age of 3 years and above but below the age at which they are admitted to any school other than a Pre-primary School*'. Section 5 of the amended Act allows for the establishment, erection and maintenance of pre-primary schools. Such schools would have to be registered and be subject to conditions and regulations determined by the Minister. Provision is also made for the payment of grants-in-aid or subsidies and loans to schools subject to conditions set by the Minister.

The Child Care Act No. 74 of 1983 makes provision for the establishment of educare facilities which in the Act is termed a '*place of care.*' A place of care is defined as '... *any building or premises maintained or used, whether for profit or otherwise, for the reception, protection and temporary or partial care of more than six children apart from their parents, but does not include any boarding school, school hostel or any establishment which is maintained or used mainly for the tuition or training of children and which is controlled by or which has been registered or approved by the State, including a provincial administration.*' (Child Care Act, 1983:1 [xxvii])

Because of the fragmentation of educare into two functional and four radical structures the policy as implemented by each functional department and for each statutory population classification group is discussed in turn.

2. EXISTING PRESCHOOL EDUCATION POLICY

Current government policy on education is spelled out, clearly in the Government's response to the de Lange Commission Report. The White paper on the Provision of Education in South Africa (Republic of South Africa, 1983) records the governments position on education.

Education should allow full scope for self-determination for each statutory population classification group in regard to its education as an own affair in terms of the new Constitution of the Republic of South Africa.

With specific regard to the education and care of children aged birth - 6 the White Paper argues that:

1. It is not realistic in terms of cost and manpower to provide comprehensive provision of early childhood educare facilities and services at State expense. There should be development of such services by various Departments but should be limited to areas where the needs of small children are greatest. The initiative for educare provision should come from private welfare organisations.

2. The government accepts that:
   - a bridging period of one to two years aimed at promoting school readiness before basic education is started is necessary
   - the State would give high priority to the financing of such a period
   - attendance during this period cannot be made compulsory before the age of six
   - this can take place either in pre-primary classes which are attached to primary schools or in pre-primary schools itself.

3. Each education department would be given the power to decide when and for how long a particular pupil should be in the bridging programme.

4. The formal training of pre-primary teachers should be of three years duration. Students wishing to be trained as pre-primary teachers must have at least a Standard 10 certificate.

2.1 White Preschool Education

The National Education Policy Act No. 39 of 1967 makes provision for preschool education via the four provincial administrations. Each province through an Education Ordinance provides services for white children in that province.

In the Cape Province pre-primary education means '*instruction which is exclusively below the level of the syllabuses (sic) for the primary school course of the Department*' (Cape Provincial Administration: Education Ordinance No. 20 of 1956 sec 2 1[h])

In the Orange Free State Pre-primary education is not defined. Provision is made for pre-primary education through the definition of a school which is '*an institution ... which includes pre-primary education if five or more persons are present*'. (Orange Free State Provincial Administration: Education Ordinance No. 12 of 1980).

In Natal a pre-primary school is defined as '*a school established for 20 or more children 3 years of age and over but below the compulsory age of attendance of school*'. (Natal Provincial Administration: Education Ordinance No. 46 of 1969)

In the Transvaal Nursery School Education is defined as '*education provided for the purpose of promoting the harmonious development of the infant in respect of his spiritual, physical and intellectual welfare as well as his social, aesthetic, moral and religious moulding*'. (Transvaal Provincial Administration: Education Ordinance No. 29 of 1953 2[xv]).

The policy of each of the Education Departments is to establish and maintain pre-primary schools on a limited basis and to determine the nature and extent of education to be provided.

The following general policy criteria have been adopted by the Provinces:

Centres

Education departments are not compelled to begin pre-primary schools. Where schools are begun they can be of 4 types:

a. Provincial pre-primary schools
b. Provincially controlled pre-primary schools
c. Private subsidised pre-primary schools
d. Private pre-primary schools

Registration

No person may conduct a pre-primary school for 20 or more children unless it is registered with the Department of Education of the relevant Province.

Age of Admission

Attendance at Pre-primary schools is voluntary. Children may not be admitted to a subsidised pre-primary school before the school term during which he attains the age of 3 years. Children may not remain in such a school after the last term of the year during which he attains the age of 6 years.

Funding

Pre-primary schools are eligible for funding by Education Departments. These include those schools established and maintained by the Provinces themselves, by registered welfare organisations, by local authorities and by bodies recognised by the Education Department. Pre-primary schools registered with Education Departments but operated for profit do not qualify for funding. Subsidy takes the form of either the salaries of teachers holding approved posts or via the payment of a grant-in-aid. Education

Departments may also make building and equipment grants to qualifying schools.

School Fees

Pre-primary education is not free. School fees can be levied on parents. The amount is determined by the school management body.

Programme

The programme followed at a pre-primary school must be approved by the Department and the medium of instruction of a child in a subsidised pre-primary school must be exclusively the home langauge of the child. The length of the school day should not be less than four hours.

Building and Equipment

Each provincial department has its own building and equipment requirements.

Teacher Training

Training of professional teachers for pre-primary education is undertaken by teacher training colleges under the control of each Education Department and by Universities. State bursaries are available. These have service contracts attached to them.

2.2 Coloured Preschool Education

Preschool education for coloured children falls under the control of the Administration: House of Representative; Department of Education and Culture. The Department does not establish pre-primary schools. It is the policy of the Department to provide pre-primary classes in Primary schools in order to reduce the high rate of failure in primary schools. The Department finances pre-primary provision through paying salaries of approved posts or via an education grant-in-aid in certain cases. This is generally for all 3 - 6 year olds in the Centre. Centres receiving grants-in-aid are subject to Departmental inspection and must meet education programme and building standards. No funding is available for buildings or renting of buildings for pre-primary schools.

The Department provides a three year pre-primary teacher training course at one college and approves the syllabuses, controls the examinations and issues the certificates.

2.3 Indian Preschool Education

Preschool education for Indian children falls under the control of the Administration: House of Delegates; Department of Education and Culture. The Department does not provide any pre-primary schools and relies on the establishment of these services and facilities by private initiative and welfare organisations. Two categories of school exist namely private and grant-aided. Each is required to register with the Department. The Department encourages school readiness by allowing the use of school premises for this purpose.

The Department does pay grants-in-aid to schools which are registered and established by welfare and religious organisations on the following conditions; .

1. the governing body of the school must be a registered welfare organisation, recognised religious body or an association not for gain with one of its objectives the establishment, maintenance and management of pre-primary schools.

2. the daily average attendance must not be less than 10 children who shall be over the age of two but below the minimum age for admission to a primary school.

Building subsidies are available for the erection or establishment of a pre-primary school or towards the alteration of an existing pre-primary school building. These are available only to approved registered schools not conducted for profit. This subsidy cannot exceed 50% of the final costs of erection or R50 000 whichever is the lesser. The Centre must also operate for a minimum of 10 years otherwise part of the subsidy must be repaid. Subsidy toward the cost of equipment and furniture are also available.

2.4 Black Preschool Education

In terms of section 8(1) of the Education and Training Act No. 90 of 1979 any person

or organisation wishing to provide preschool education to black children except at a State school, must register with the Department of Education and Training as a school and may not provide such education until registered. The Department does not provide any pre-primary schools. Bridging classes do exist at certain primary schools.

Requirements to be complied with for registration are stipulated as follows:

- to be admitted, pupils may not be younger than three years and not older than the age at which they may be admitted to any school other than a pre-primary school.
- The medium of instruction should be the mother-tongue of the child.
- The school calendar, as determined by the Department, will apply. The length of the school day may not be less than five hours.
- The persons responsible for the instruction should be in possession of appropriate qualifications.
- An approved educational programme must be followed.
- A maximum of 30 pupils per teacher is permitted. However, where a trained pre-primary teacher is in control of a class the numbers may be increased to a maximum of 40 pupils, provided a helper is made available to provide support for the teacher.

A creche-cum-pre-primary school must comply with the requirements and standards laid down by the Department. All schools must also comply with the requirements laid down by the local health authorities.

Funding

An education subsidy is currently payable to those pre-primary schools whose buildings do not belong to or are not being maintained by the Department of Education and Training and if all the conditions for registration and other requirements have been complied with and if the necessary funds are available.

The subsidy is paid quarterly to the institution concerned in four equal instalments, and is determined by the actual number of children enroled who attend school daily.

The following directives apply to the spending of the subsidy:

One third (⅓) for educational apparatus

One third (⅓) for staff members salaries

One third (⅓) for consumable goods (food, paint, paper, etc)

An amendment of this policy has resulted in '*... subsidies for institutions not presently being subsidised are to be withheld until such time as greater clarity is obtained regarding the financing of pre-primary education*'. (DET ref 6/22/1 personal letter from Acting Director-General: Education and Training dated 13.12.88)

Teacher Training

No preschool educare Teacher Training is provided for Black student trainees.

3. EXISTING PRESCHOOL CARE POLICY

The State does not see its role to provide Places of Care (day care) for preschool children. Existing legislation makes no provision for this and the task falls on welfare organisations, churches, the private sector and private initiatives.

The provision of day care services and facilities is regarded by the State as a welfare service for the disadvantaged. In terms of the Child Care Act all places of care providing for the care of more than six children must be registered with the relevant government department. Each department for the different statutory population classification groups has its own policy and children may legally only be enroled in places of care set aside for that group.

Other policy directives include;

- The State provides financial support to places of care via welfare subsidies for qualifying families payable to Centres.

- Children may be enroled in places of care from the age of one month until the age of six years.

- The State provides formal training for educare workers, other than pre-primary teachers, at various technical colleges. These colleges cater for separate statutory population groups in terms of own affairs legislation.

- Where children aged under three years are cared for or where fewer than 20 children aged 3 - 6 are educated, the Centre must be registered with the relevant Department of Health Services and Welfare or in the case of black children with the Provincial Administration.

- Where Centres combine the age groups birth - 3 and 3 - 6 and there are more than 20 in the later group double registration is necessary.

3.1 White Preschool Care

The Administration: House of Assembly; Department of Health Services and Welfare, is the '*own affair*' authority for white places of care.

The Department registers centres and lays down standards regarding the physical building, medical care, equipment and staff:child ratio's. These standards are recorded in the Department's manual on Creches (No. 8 of 1970). Once these requirements are met the Centre may function. A per capita subsidy is payable to qualifying families. In 1991 the subsidy is R4.66 per qualifying child per day. Loans may be granted to registered Welfare Organisations for construction of centres. These are loaned at an interest rate of 1% repayable over 40 years. Playgroups and home-based provision do not receive any financial support. Playgroups and home-based programmes with seven or more children must however register with the Department.

3.2 Coloured Preschool Care

The Administration: House of Representatives; Department of Health Services and Welfare registers, lays down standards, provides subsidies and inspects Centres for coloured children. Before a Centre will be considered for registration a certificate is needed from the local authority certifying that the building and general health services meets required standards.

The policy of the Department is that all children may attend Centres registered by it but that preferences is given to coloured children.

Subsidies, subject to certain conditions, are payable at the rate of R1.25 per qualifying child per day. A 100% building loan is available to welfare organisations wishing to erect buildings. The interest rate is 1% and the loan is repayable over a 40 year period.

Playgroups and home-based provision do not receive any financial support. Playgroups and home-based programmes with seven or more children must however register with the Department.

3.3 Indian Preschool Care

The Administration: House of Delegates; Department of Health Services and Welfare registers, provides subsidises, lays down standards and inspects Places of Care for Indian children. Before a Centre is registered the local authority must ensure that the building, health facilities, and services comply with regulations.

Subsidies of 80c per qualifying child per day are payable to Centres. Certain requirements must however be met. Playgroups and home-based provision for more than six children are required to register. No funding is available for these types of provision. Building loans are available to registered welfare organisations for the building of creches. The rate of interest on loans is 1% and loans are repayable over a period of 40 years.

3.4 Black Preschool Care

The responsibility for Places of Care for black children rests with the Department which has delegated its powers to the four Provincial Administrations. The Community Services divisions of the four administrations register and conduct inspections of Centres. Local Town Committees exercise various degrees of control and are responsible for site allocations and erection of buildings.

The Department of Co-operation and Development Manual on Creches (1980) TA 113/202 compiled by the Social Development Division outlines the policy for black preschool care and gives general guidance to existing creches and to those intending to start creches.

The policy includes;

- Creches should be initiated through the community itself.
- No child may be received in a place of care which is not registered.
- Age range is usually 1 ½ years - 7 years.

- Hours are usually 7am - 6pm each day.
- Nursery schools not registered or controlled by provincial education departments are classified as places of care.
- By-laws and requirements of local authorities have to be strictly adhered to.
- The Department does not allow the establishment of multiracial organisations and such organisations may not run creches.
- Sites in black areas are allocated only to blacks.
- In urban black areas the local Town committees has to provide the buildings.
- Where white organisations run creches they must find suitable blacks to be trained to manage the Centre.

  A white organisation will receive provisional permission to temporarily manage a Centre only if the Department is satisfied that no suitable blacks can be found to undertake the Management.
- Churches are not permitted to run creches.
- The Department requires provision to be made in the constitution of black organisations to allow the Director of the Local Town Committee to attend meetings.
- Staff of creches may consist only of black persons.
- Local Town Committees assist creches financially from their revenue accounts.

The various Provincial Administrations pay a welfare subsidy of either 20 cents or 61 cents per child per day, irrespective of family income to qualifying Centres. Centres who maintain '*basic*' standards would receive the lesser amount and Centres who achieve a '*more acceptable*' standard would receive the higher figure.

4. The case of Bophuthatswana

The Report of the National Education Commission, Education for Popagano (1978) sets out educare policy in Bophuthatswana. It is policy that the initiative in establishing centres for early childhood education should come from the local community. In some case the local community is assisted by a church authority or a tribal authority.

Available buildings are used wherever possible as long as the basic requirements (set out below) are fulfilled. When a local community has the funds an Early Learning Centre (ELC) is built according to standard Department of Works plans.

Structurally ECE (including creches) is a section in the Department of Education. The major contribution of the Education Department is the provision of trained, qualified staff and expert advice and supervision and subsidies on ELC buildings (up to R12 000 on each completed building) completed according to plan.

Training

A 3-year ECE diploma course for matriculants is offered. Graduates are required to return to their home areas and are given posts immediately. Basic on going educare (in-service) courses for people who are working in an ELC with at least a Junior Certificate (JC)
(Std 8) qualification exist. Nutrition, health and hygiene course are offered to cooks.

Teachers Salaries

The salaries of those who have JC or more and who have completed five phases of basic ECE in-service training are paid by the State. These post are temporary at present.

ECE Fund

An ECE Fund (a trust fund) is financed by requiring each child attending formal school to donate R4 per year to ECE - the people's money. The Fund is controlled by the Committee for ECE. Each ELC registered with the Department of Education is provided with educational toys and learning materials bought from the ECE Fund.

Resource Centres

Each education circuit is to be provided with an ECE Resource Centre. An Organiser is to be appointed for these Resource Centres. Presently there are nine organisers and three Resource Centres.

Standards

The requirements for new centres to meet in order to be registered with the Department of Education are:

Sites

For an Early Learning Centre of 100 children the site must be

- of a minimum of 2 300 sq metres
- fenced
- serviced wherever possible

Buildings

New buildings must be erected according to Departmental specifications.

- Each ELC is to accommodate no more than 100 children.
- A minimum of 1,8 sq metres of space per child per playroom.
- Window sills no more than 80cm from the floor.
- A covered outside area - verandah, for example.
- A secure storage area for foodstuffs, educational toys, learning materials, blankets and mattresses.
- An adequate area for cooking.

NB. People operating ELC's/creches in private houses are to secure sites and raise funds in order to enjoy benefits of registration with the Department of Education.

Toilets and Washing Facilities

- Water-borne or pit
- Wash basin for every 10 children
- Toilet for every 10 children
- Toilet and wash basin for adults.

Outdoor Play Area (excluding verandah)

- Minimum 5,6 sq metres per child.
- Areas for a vegetable garden and sandpit must be provided.

Staff

- The child:staff ratio must be adhered to, ie. 1 trained teacher and an assistant to every 20-25 children.
- A full-time supervisor (who also works with the children whenever possible) who has attended at least the five-phase ECE in-service training courses.
- Supervisors are not to be under 25 years of age or over 55 years of age.
- All teaching staff are to have at least a JC and are to attend the five-phase ECE in-service training courses which take place in 1986 and 1987.
- A full-time cook (if meals are served).
- A full-time cleaner.

Water

- There must be sanitary drinking water on the *site* of the Early Learning Centre.

<u>In addition the following requirements apply</u>.

- The physical facilities are to be improved and upgraded to fulfil the requirements listed above.
- The prescribed daily programme is to be followed.
- No formal teaching is to take place.
- The committees are to be comprised of parents/guardians of the children in the ELC's.
- All ELC's are to understand and adhere to the Constitution.
- The ELC *funds* emanating from fees, fundraising, donations etc. are to be banked and to have 3 signatories; the financial records to be available for audit by the government at any given time.
- ELC's are to accommodate no more than 50 children.

THE APPROVED STRUCTURE OF SHARED RESPONSIBILITIES

DEPARTMENT OF EDUCATION

1. In-service training (includes first-aid and nutrition)
2. Salary grants (teacher & organiser)
3. Community meetings

DEPARTMENT OF HEALTH & SOCIAL WELFARE

1. Health regulations
2. Visiting nurses
3. Child welfare

THE CHILD

THE COMMITTEE FOR ECE (TRUST FUND)

1. Provision of educational toys and learning materials to registered ELC'S
2. Building of Resource Centres (and maintenance)
3. Finances training materials and participation in outside workshops, courses, seminars symposia etc.

LOCAL AUTHORITIES

1. Fund-raising-building and/ or improving ELC
2. Maintenance of building and playground.

THE FAMILY

- Fees for:
  - furniture
  - salaries of cooks, cleaners and staff
  - food
  - additional learning materials

5. Current Trends in Preschool Educare Policy in Swaziland

The responsibility for preschool education lies with the Ministry of Education. The shift of responsibility to the Ministry of Education resulted in a more holistic, child-centered understanding of the importance of preschools in meeting young children's needs: intellectual, linguistic, social, emotional and physical.

Preschool education has been a joint endeavour of the Ministry of Education, donor agencies, non-governmental organisations, ie. churches, private organisations and communities.

The government's objectives for preschool education over the plan period were:
"*(a) to encourage communities and private organisations to undertake and participate in the preschool programme; and*
(b) to promote parent interest and involvement in their child;s education."
The government cannot, in the forseeable future, afford to take over the costs of preschool teacher salaries, construction of preschools, and teacher training and curriculum development was made clear in the Fourth National Development Plan.
Government's present role, is essentially to support and assist non-governmental organisations and grassroot community efforts by providing policy guidance on registration of preschools, salaries and fees, training/teaching standards and curricula; by providing supervisory support to preschools at national and regional levels; and by acting in a facilitator/liaison role to avail preschool services of resources and networks available to the government (eg. access to World Food Programme food, and linkages with community development, educational institutions, health programmes, etc.)

With the recommendations of the Fourth National Development Plan and of the Report of the Educational Review Commission in mind, the following policy guidelines are given.

Preschools

The establishment of more preschools by communities and non-governmental organisations is encouraged, specially in the rural areas , where the need is greater. These preschools are required to meet certain basic standards of safety, hygiene (ie. clean water and toilets), space and personnel in order to qualify for registration.

Teachers

Teachers are drawn preferably from the community surrounding the preschools. They are expected to participate in their development through in-service training. In the long term, as pre-service training becomes more readily available, they will be expected to meet basic educational and pre-service training requirements.

Pre-school Programmes

The objectives of the preschool programme are to "*provide care for all Swazi children in the age group 3-6, with emphasis on thier socialisation, development of their sensory skills, communication skills both in siSwati and English, potential aptitudes, enhancement of their personality and character building, preparation for entry into the school system and, in essence, a sound preparation for life.*" (NERCOM, 1985)

National Preschool Core Curriculum

A National preschool Core Curriculum has been developed and serves as the core curriculum for all preschools. This serves as a starting point for the improvement of the quality of preschool education, and for co-ordination of programmes.

Materials and Resources

Preschools will be encouraged and assisted to use local resources and to develop teaching materials from inexpensive, readily available materials. Interest, appreciation, and use of the

natural environment will be promoted.

Parents

Parents are encouraged to participate actively in several spheres of preschool activities: as representatives in parent-teacher and/or community committees in assisting in the development and running of preschool; as valuable resources to the preschool in cultural, recreational, and other similar activities; and in co-operating with the administration so as to ensure that the preschools are self-supporting.

Preschools are encouraged to initiate parent-education programmes to help make parents aware of the special learning needs of young children, and of the ways and means in which they can actively they can actively assist their childrens development.

Supervision

The function of supervision lies with the Ministry of Education through a Senior Inspector of Preschool Education and four teacher leaders, one in each region. They assist with supervision, training and administrative matters, whenever possible linking community services with preschools. They also promote the involvement and interest of the local chiefs and community leaders in preschool education.

Preschool Teacher Training

a. Pre-service Training

Pre-service teacher training continues with non-governmental organisations playing a large role. The Ministry of Education participates jointly in the training offerred at the National Training Centre. In the long term, as resources become available, it is envisaged that preschool teacher training will be offered at the Teacher Training Colleges.

b. In-service Training

A joint Ministry of Education/non-governmental organisations Staff Development Programme is implemented to provide training for untrained teachers in the field. It consists of nine 2-week modules offerred one at a time during the school holidays.

c. Teacher Training Core Curriculum

A core curriculum serves as the standard core curriculum for both pre-service and in-service preschool teacher training programmes.

National Preschool Advisory Committee

In accordance with the Government of Swaziland's policy of encouraging non-governmental, community, and private organisations' participation and involvement in the preschool programme, a National Preschool Advisory Committee, with represenation of government and NGO's, has been constituted to be responsible for:

a. co-ordinating the development of Core Curriculum materials,
b. steering the in-service Staff Development programme for untrained teachers
c. liaising with local NGO's involved in preschool activities
d. serving as a consultative body to the Ministry of Education on preschool education matters.
e. assisting, as required, with work plans and implementation of donor-funded preschool projects.

Registration

Upon the receipt of the application for registration an inspection of the preschool is held and if satisfied that all the requirements for registration have been complied with, a certificate of registration is issued.

Supervision

The supervision of all preschools is exercised by the Senior Inspector and (subject to direction) by the Teacher Leaders.

Administration, Management and Control

The committee of the preschool carries out the following functions:

a. The organisation, administration and implementation of the general regulations of the preschools as directed by the Senior Inspector or Leader from time to time
b. The care of the buildings and equipment
c. The recommendations of applications (for teaching jobs) to be interviewed by the inspectorate
d. financial control.
e. making arrangments for monthly meetings and annual general meetings or emergency meeting for any purpose.

Admission of Children

No child shall be admitted to a preschool unless

a. between the ages of three and six years old
b. found free from infectious diseases and
c. medically examined before admission and medical certificate is produced.

Finance

The head teacher and the committee shall be responsible for all financial matters.

A monthly fee shall be fixed from time to time by the Ministry of Education after consultation with the Teacher and the parents.

The head teacher of the preschool may seek voluntary and other funds and all fundraising

activities shall be undertaken only with the consent in writing of the committee.

Distribution of Preschools

The Senior Inspector and the Teacher Leader tries to encourage a balanced distribution of preschools in the country.

Preschools shall be located within 2 km from the home of the children; or along main reliable transport routines;
the preschool terms shall be scheduled such that the holidays coincide with the severe winter months.

Government (Contribution) Involvement

Government meets capital and re-current needs.

Government is committed to offering extra assistance to the poor regions of the country where schools cannot afford to provide basic teaching needs.

SUMMARY

This report may appear disjointed and gaps are clearly evident. This is a reflection of existing educare policy. Trying to present existing educare policy under coherent and logical headings is impossible given the racial and professional differences which exist.

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20 September 1991

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